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DODGE'S GEOGRAPHIES

BY

RICHARD ELWOOD DODGE

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OUTLINE IN DETAIL

A COURSE OF STUDY

FOR

DODGE'S GEOGRAPHIES

GENERAL OUTLINE

The following course has been laid out for a school of thirty-eight weeks. Schools having forty weeks and those having thirty-six weeks will expand or contract the course accordingly.

FOURTH GRADE

Home Geography and World Relations through page 71—*First half year.*

The Elements of Continental Geography—**North America** through XXIX, page 130—*Second half year.*

FIFTH GRADE

Review of North America and through page 140—*Five weeks.*
South America—*Four weeks.*
Europe—*Twelve weeks.*
Africa—*Four weeks.*
Asia—*Seven weeks.*
Australia—*Two weeks.*
Review—*Four weeks.*

SIXTH GRADE

Principles of Geography—*Sixteen weeks.*
North America through page *200*—*Twenty-two weeks.*

SEVENTH GRADE

Review Principles of Geography—*Two Weeks.*
South America—*Four weeks.*
Europe—*Twelve weeks.*
Africa—*Three weeks.*
Asia—*Six weeks.*
Australia—*Three weeks.*
Summary and Review—*Four weeks.*
State Geography—*Four weeks.*

OUTLINE IN DETAIL

FIRST HALF OF FOURTH GRADE

HOME GEOGRAPHY

It is expected that the Nature Study of the earlier grades will have contributed to Home Geography so that certain sections of this portion of the subject may be treated quickly. In order to prevent ennui and laxness of thought and attention avoid devoting too long a time to Home Geography. Children get bored if this subject is drawn out interminably as is often the case.

As far as possible base Home Geography on the children's personal experience. Develop the subject in class and use the text as a means of reviewing and clinching points. Home Geography based on text and not on actuality is a poor foundation for later work. Make Home Geography real, devoting particular attention to geographic features illustrated in the vicinity. Have as many excursions as can be arranged, and illustrate by photographs, drawings, models, and specimens, if possible. Have children contribute to this by bringing in illustrative materials.

Make a study of the distribution of homes in the vicinity.

Bring out essential elements of a home—family, house, and division of labor in family work.

Necessity of different buildings in locality in order to accommodate varieties of business and activities.

Note buildings used by many people, such as post office, stores, schoolhouses, and churches.

Study relation of these buildings to principal thoroughfares.

Bring out the advantages of people living close together.

Show the differences between a village, a town, and a city.

If in a city, locate the corners that are best known as locations of stores; if in the country or a small town note places in the village that have local names.

Bring out reasons why people have come to live in the city or town being studied.

Show how animals passing along one line make paths. In this connection study cows in pasture, children going to school in the country, children going over schoolroom doorsill, or the wearing of carpet in certain places.

Bring out the natural development of paths and their gradual improvement into roads and streets.

Study a street or road in its relation to slopes, where most worn; in relation to running water, sidewalks, and other features of use to people.

Learn the names of the principal streets in a locality.

Show how these streets are cared for and thus lead up to government.

Show how each family contributes to government by taxes.

Note the important local officers—just enough to illustrate—not all. Study the officers best known—as supervisor, police, postmaster, or rural carrier. Bring out town, city, state, and National Government and show how these forms of government are related to the pupils.

The Surface of the Land

Study the slopes between the schoolhouse and the pupils' homes. Give variety of slopes. Have the children decide which is easiest to travel over. Hence the reason for relation of slopes to roads.

Study the view to be seen from the schoolhouse windows, or in the nearest park or public playground. Emphasize irregularity of surface. Learn the names of local features. Give terms like hill, plain, or valley, after the form has been studied.

Show the general distribution of similar features. Hence the necessity of names in order to speak of them freely.

Study the location of town, or city, or country schoolhouse in reference to slopes. Pick out certain buildings and study their location, as the church on a hill, a store where roads meet on a plain.

Show as fully as possible how people depend on slopes.

Note the beauty of a landscape and its prevailing colors. Have the children draw profiles and model individual forms. Study distribution of trees and note the relations of occupations to slopes in local landscapes.

Illustrate similar features of other parts of the state by means of photographs to be found in railroad time-tables and folders. As far as possible give illustrations of variety of forms from your home state.

Show a few views from text or other illustrations, to bring out the point that similar forms are found in other distant regions.

Have the children summarize local landscape features by means of definitions made by themselves. Then compare with the definitions in the text.

The Water on the Surface of the Land

Note the moisture in the soil, on the surface of the ground, and in the air. Show the latter by a pitcher of cold water on a warm, moist day. Note the necessity of water for plants, animals, and people.

Show how drinking water is secured in your home locality. Explain wells, or springs, or city water supply.

Study the water of a stream and note the sediment contained. Have the children reason as to the origin of sediment. Study a near-by stream or rain rill and see proportion of sediment in sight.

If possible get some distilled water and have the children explain the taste as compared with the taste of local drinking water. Illustrate by dissolving sugar or salt in a glass of water.

Follow changes of surface form due to running water; study a local valley as to width, depth, quality of slope; study the

rapidity of flow on different slopes and bring out falls, rapids, and lakes, if any are to be seen in the neighborhood.

Bring out parts of a stream and develop common definitions associated with local water courses and valleys. Omit those drainage forms not illustrated in your locality.

Study other uses of running water; *i. e.*, in commerce, manufacturing, irrigation.

Summarize in home-made definitions and then compare with those of the book.

The Soils

Observe the weathering of rocks, the rusting of tools, and other similar phenomena to show how rocks decay and form soil.

Have a box of soil in the room and study its fineness, color, feeling, and the way it takes up water.

Test different kinds of soil by having the children plant seeds and compare results.

If possible study a soil section out of doors.

Show how soil is necessary to plants and study effects of running water on soils.

Combine this work with Nature Study.

The Atmosphere

Perform some simple experiments to show the presence of air.

Have the children relate from their own experience, ways in which air is of use.

Have them describe their feelings on damp and dry days, cold and warm days, calm and windy days.

Have them study various forms of water observable as vapor, fog, clouds, dew, frost, rain, snow, and ice. Show by experiment evaporation and dew point, when vapor and dew are studied.

Study different days to show varieties of weather and keep a weather record at different seasons for a week or two at a time. Summarize observations of weather in simple rules.

Study effects of weather at different seasons on crops, animals, and plants.

Have the children, as far as possible, contribute these facts from their own experiences.

Occupations

Review need of division of labor in families and communities.

Have the children work out the number of different occupations that contribute to their daily needs.

Find out how many different occupations are illustrated by the work of the parents of class members.

Study the simpler elements of each principal occupation.

Illustrate agriculture by window gardening.

Illustrate grazing by observation of cattle, goats, or horses.

Illustrate manufacturing by any small manufacturing establishment to be seen in the community.

Have the children describe other occupations they are familiar with, such as quarrying, lumbering, and fishing. If possible, make excursions to study local occupations, observing simpler features only.

Bring out the advantage of money as representing wealth and as an aid to commerce.

Study local trade.

Transportation

Have the children describe trading they have engaged in, noting exchange of goods for money or money for goods, and transportation involved in getting goods to or from the store.

Lead out to other means of transportation observable in the locality.

Have the children note variety and make a list of goods to be seen in transit.

Illustrate other aids to commerce to be seen in the vicinity.

Show how transportation involves distance and direction.

Distance, Direction, and Maps

Have the children become familiar with units of distance, as foot, yard, mile. Have them time themselves walking a mile. Compare with the time of a horse or train for the same distance.

Have the children give direction familiar objects within sight are from themselves. Lead out from schoolhouse to near by towns.

Have them make maps of school desks and room to different scales.

Show a large scale map of the immediate vicinity. First, use the map flat, in proper position, and then hang it on the wall.

Throughout, combine Home Geography with local history whenever possible. Study the development of home locality and the relation of this development to simpler features of surface, drainage, and climate.

WORLD RELATIONS

Present a globe as a small representation of the world and show that globes, like maps, may have different scales.

On a globe have children locate distant places they have heard about and compare in distance and direction with home locality.

Compare, on a globe, the distribution of land and water—the land as a possible area of habitation and the ocean as a great route of travel connecting land areas.

Have the children take imaginary journeys about the world and name the bodies of water and land passed over.

Study the location of a few commercial cities on the shore line, and study the advantage of shore lines and harbors.

Study shore forms by means of pictures if no shore form is available. Study also methods of ocean travel.

The Products of the World Brought Us Through Commerce

Have the children decide what food products used by them came from a distance. Select certain products used or seen by children to illustrate the relation of home locality to other parts of the world.

Study place, origin, and the means of getting to home locality of breadstuffs, milk, butter, vegetables, clothing, fuel, and materials for house building.

Rice, bananas, coffee, cocoa, valuable woods, rubber, and quinine will bring in the relation of home locality to southern North America and to northern South America. Hides and meat products will illustrate the relation to southern South America; furs, the colder parts of North America and Eurasia; olives, olive oil, wine, cheese, embroidery, linen, from Europe; silk, spices,

pepper, tea, and rugs, from Asia; palms, oil, ivory, and diamonds, from Africa; and wool from Australia will show the relation to those countries.

Select those products children have seen or heard about. Make a brief study of the lives of the people, of climate, and of plant and animal life in each region considered. Compare with home locality.

Make the home locality the center of thought in developing the world to show the interdependence of peoples and the world-wide interchange of commodities.

The Climate of the World

Summarize products brought out in this study in heat belts and study the characteristics of each belt.

Illustrate by means of a globe the distribution of sunlight over the world and develop simply the change of day and night and the distribution of the seasons, especially of home locality.

Compare a globe with wall maps and have the children become familiar with world maps.

SECOND HALF OF FOURTH GRADE

NORTH AMERICA

By means of a globe have the children study the size and relative position of North America.

Locate North America in Heat Belt maps and study the general distribution of climate.

Locate carefully the cold, cool, and hot portions of the continent.

Have the children provisionally locate the most successful areas of occupation.

Have the children locate and compare the principal highlands and lowlands with a view to the possible distribution of population and industries.

Similar study should be made of the larger streams, such as the St. Lawrence, Mississippi, and chief tributaries, the Columbia,

Yukon, and Mackenzie. Have the children suggest reasons for the absence of large cities on certain of these streams.

Have the children know these names and be able to locate the rivers on a map.

Compare the physical and the political maps to the extent of having the children locate one or more cities in each of the larger surface divisions, as related to rivers.

THE UNITED STATES

Locate the United States in the continent as related to heat belts.

Note the extent north and south and east and west and compare with Mexico and Canada.

Summarize the history of the United States briefly to show the development of the Union.

Omit any detailed consideration of physical features of the United States, allowing these facts to come out as the work goes on.

NEW ENGLAND

Locate and name the states of New England.

Locate the Green Mountains, White Mountains, and Mount Katahdin.

Locate and study the relation of highlands to the Penobscot, Kennebec, Androscoggin, Merrimac, and Connecticut rivers.

Locate agricultural and lumbering regions as related to rivers. Bring out seasonal climate as illustrated by distribution of agriculture and lumbering seasons.

Study the location of manufacturing in river valleys.

Compare the number of coastal cities with the number of cities on rivers and bring out the principal business of the former.

Locate the chief fishing cities and especially with reference to the Newfoundland banks.

Locate and explain the chief scenic resorts.

Have the children reason from the map, and from previous knowledge as much as possible, where industries would be established. Then locate and study them. At the close of study summarize the conditions most favorable for each industry,

thus giving foundation for quick study of similar topics in other states.

Supplement the text with descriptions and illustrations of industries given orally or as supplementary reading, but avoid too many details and technical points too difficult for comprehension. Emphasize geographic reasons for distribution of industries rather than details of processes. Study agriculture, lumbering, and manufacturing in sufficient detail to avoid long consideration of the same topics in other groups of states. Avoid giving the impression that New England leads in these industries, for it does not.

Children not living in New England should know the location, without consulting a map, of Boston, Providence, and Portland, and should be able to locate quickly on a map, Bangor, Lewiston, Manchester, Burlington, Haverhill, Lawrence, Lowell, Lynn, Cambridge, Worcester, Springfield, Holyoke, Hartford, New Haven, and Fall River.

MIDDLE AND SOUTHERN ATLANTIC COAST STATES

Locate and name these states. Omit boundaries, but have the children learn the relative position of the states in group and in the Union. Have them able to locate these states on a wall map.

Locate in extent and in position in this group the Appalachian System and the Atlantic Plain, and consider their probable relation to distribution of population.

Locate the Great Lakes, and the Hudson, Delaware, Susquehanna, James, and Savannah rivers, as related to highland and plain.

Study the distribution of principal industries, as under New England, following the same method of map study and reasoning. Summarize so as to bring out geographic conditions favorable for industries especially in regard to climate, coast, and relief.

Study the location of chief business and commercial cities and make a special study of Washington, D. C., and of scenic resorts. Give special consideration to New York as the largest city of the country and compare life in the city with rural life.

Children living outside this group of states should know with-

out referring to a map, the location of New York, Buffalo, Philadelphia, Pittsburg, Baltimore, Washington, Richmond, Charleston, Savannah, Atlanta, and Jacksonville. They should be able to locate quickly on a map Albany, Newark, Trenton, Harrisburg, Norfolk, Raleigh, Wilmington, N. C., Columbia, Augusta, and Key West.

SOUTHERN STATES OF THE MISSISSIPPI BASIN

Locate and name these states; locate the group in the Union and show its relation to the Atlantic Plain and the Great Central Plain.

Study the distribution and character of industries and of commerce as related to surface and climate.

Compare the industries with those of regions previously studied and bring out reasons.

Summarize so as to show the relation of life, and the occupations of people to physical conditions.

Children living outside of this group should be able to locate, without a map, Memphis, Mobile, Birmingham, New Orleans, Little Rock, Galveston, and San Antonio, and be able to locate quickly on a map, Nashville, Knoxville, Chattanooga, Vicksburg, Guthrie, Fort Worth, Austin, and Houston.

NORTHERN STATES OF THE MISSISSIPPI BASIN

Locate this group of states in the Union and as related to surface features and to each other. Pay particular attention to the Mississippi and its tributaries and to the Great Lakes as related to possible commerce.

Study industries as before, especially agriculture, manufacturing, and mining.

Study commerce and scenery as before.

Summarize to show dependence of people on surface and climate, and density of population according to climate as shown by the distribution of large cities.

Children living outside the group should know the location without a map, of Wheeling, Cincinnati, Cleveland, Detroit, Chicago, Duluth, Milwaukee, St. Paul, Minneapolis, Omaha, St. Louis, Kansas City, Louisville, Indianapolis, and be able to

locate quickly with a map, Toledo, Charleston, Fort Wayne, Grand Rapids, Bismarck, Des Moines, Topeka, Frankfort.

THE PLATEAU STATES

Locate in the Union as a group and as related to plains and mountains and drainage. Locate industries in the group according to physical conditions.

Study ranching and mining, the former as related to climate and surface and the latter to surface. Study these industries in detail as best illustrated in this group.

Compare relations of people to physical conditions and with conditions found in other groups of states.

Emphasize scenic features.

Give emphasis to primitive people.

Children living outside the group should be able to locate without a map, Butte, Cheyenne, Denver, Pueblo, Santa Fe, Phoenix, Salt Lake City, Ogden, and Boise, and quickly by reference to map Helena, Anaconda, Laramie, Boulder, Colorado Springs, Trinidad, Albuquerque, Tucson, and Provo

THE STATES OF THE PACIFIC COAST

Locate the states in this group as a whole and as related to the Union and to the mountains and coast line. Compare in position with the states on the Atlantic coast.

Study the relation of rivers to surface and compare with the Mississippi and St. Lawrence.

Study industries as before, bringing out the relation to climate and surface as illustrated by ways industries are carried on.

Pay especial attention to fishing, lumbering, and manufacturing.

Study commerce, using world maps. Describe San Francisco Harbor; also Puget Sound ports and harbors. Learn the principal exports and imports of the important commercial cities and the chief routes of transportation. Emphasize scenic conditions with special reference to the Sierra Nevada Mountains, the Yosemite Valley, the highest peaks of the section, and the "Big Trees."

Children not living in this group of states should know the

location without a map, of Spokane, Seattle, Tacoma, Portland, San Francisco, and Los Angeles, and quickly with a map, Bellingham, Everett, Sacramento, Oakland, and San José.

UNITED STATES DEPENDENCIES

Locate on world and continental maps, Alaska, Hawaii, Porto Rico, Tutuila, and the Philippines.

Alaska

Location and size.

Climate and its influence upon the lives of people.

Principal mountains and river.

Industries associated with surface features, as mining in Yukon Valley, seal fisheries of coast.

Reasons for commercial relations to the United States as dependent on climate and resources.

Hawaii

Location; of what advantage commercially.

Climate and products.

People and their mode of life.

Commercial relations to United States.

Porto Rico, Tutuila, and the Philippines

Study in a manner similar to above.

FIFTH GRADE

In the study of the continents in the upper grades, beginning with the sixth, the point of view should be developed so as gradually to bring in the causal side first. By the end of the fifth grade work, the pupils should see that the physical features are an important part of geography and exercise control over peoples' occupations. Hence the passage to the study of the causal side first and the emphasis of the physical conditions should be easy and natural in the next grade. The point of view in the fourth and fifth grades is to work out through the lives and occupations of the people to the causal controls. In the later years the order should be reversed as will be explained later. In preparation for such work, increasing emphasis should

be given to map work in the fifth year and at times the causal side should be brought forward. However, avoid asking the children to reason too deeply or too long, as it is sufficient to lay the foundation for clear thought in these years.

Too much should not be attempted in this grade. Avoid overloading with details. Teach the children how to use a map, supplementary reading, a text-book, and how to reason a little. Emphasize increasingly the causal side, and illustrate by the larger and more important facts of significance in a world-wide way. Avoid those details that are merely information and not knowledge.

COUNTRIES OF NORTHERN NORTH AMERICA

Study the location and extent of Canada, Newfoundland, and Greenland.

Compare Canada in size with the United States.

Study the distribution and character of occupations.

Compare with the United States and summarize by showing the relation to surface and climate.

Locate clearly Halifax, Quebec, Montreal, Toronto, Winnipeg, Vancouver, and Victoria.

Simply note the existence of the northern portion of Canada and Greenland. Devote little time to these as they are unimportant. Merely bring out life conditions as compared with regions of the more southern portion of the continent.

COUNTRIES OF SOUTHERN NORTH AMERICA

Study the location of Mexico, Central America, and the West Indies.

Compare in position and heat belts with the United States.

Study the industries and lives of the people as dependent upon climate, having the causal conditions come out as a result of the lives and occupations of the people.

Locate the principal countries of Central America and the West Indies so that pupils can readily find them on the map. Do not require them to be memorized as to position.

Bring out the relations of the United States to Cuba and Panama.

SOUTH AMERICA

Locate South America on a globe and compare it in position and in size with North America. Note particularly the relative position in longitude and latitude.

Study briefly the distribution of surface according to heat belts and locate the three highlands and the great lowland.

Study the extent and direction of flow of the Amazon, the La Plata, and the Orinoco as related to the surface features and the oceans.

Study the distribution of industries first according to the surface divisions to give a general setting to the continent as a whole.

Study each country of South America with regard to its industries and the lives of the people, devoting the most attention to Brazil and the Argentine Republic.

Locate the chief commercial cities as to country and with relation to the principal ports of the United States and of Europe.

Draw comparisons with the United States regarding the relation of occupations to climate and surface.

Summarize these relations to the continent as a whole and also as compared with North America.

EUROPE

More time should be given to Europe than to any continent except North America. Bring out the lives and conditions of the people and study the conditions of surface and climate in which they live. Compare with the United States to show the general dependence of people on surface and climatic conditions.

As in other continents study first the larger features of extent, coast line, surface, drainage, and climate to give a general setting to the details of industrial life to follow.

Study climate by heat belts. Study surface with regard to highlands and lowlands, but locate only the chief mountain ranges as the Alps, the Apennines, the Pyrenees, the Carpathians.

Study the general distribution of the plants as related to surface and climate, and also to give foundation for a similar study of the distribution of occupations.

THE UNITED KINGDOM

Locate the United Kingdom and consider the sections of which it is composed.

Locate with relation to Europe, to the ocean, and to the heat belt.

Study briefly the surface and climate.

Study the distribution and importance of the occupations as related to causal conditions.

Study the commerce as related to the United States and South America, omitting details of commercial commodities.

Note the scenery and illustrate by pictures and supplementary reading.

Wherever possible in this grade the text and class room work should be supplemented by geographical readers.

Children should know the location of London, Liverpool, Manchester, Glasgow, Dublin, and Belfast, and should be able to locate readily on the maps other cities and towns named in the text because of their manufacturing or commerce.

OTHER COUNTRIES OF EUROPE

In a similar way study the other countries of Europe, devoting the larger attention to France, the German Empire, Switzerland, Spain and Portugal, and Italy. Consider the other countries briefly and, if necessary, omit some of the Balkan countries.

In each country follow the method outlined above. Have the chief surface features, rivers, and cities located clearly. Teach the children to locate quickly all the cities mentioned in the text.

The children should know the location of Paris, Le Havre, Antwerp, Hamburg, Berlin, Vienna, Rome, Florence, Naples, Athens, Madrid, Lisbon, St. Petersburg, and Stockholm.

Draw comparisons with our own country, wherever possible, and emphasize relations to the United States.

AFRICA

The study of Africa should be brief and from the same standpoint as the study of Europe.

The location of the continent on the globe and in heat belts,

the distribution of the different surface features, and of the more important political divisions of Africa should be clear.

Pupils should know the position of Egypt, the Sahara, Algeria, Morocco, Nigeria, the Congo Independent State, Abyssinia, and Cape of Good Hope. They should not be expected to memorize the distribution of the smaller countries, the boundaries of which are indefinite and constantly changing.

Cairo, Khartum, and Cape Town are the only cities that children should be expected to know the location of without using a map.

ASIA

Study the location of Asia in the same way as that of Africa.

Study the distribution of surface features, climate, and coast line as in Africa. Study, particularly, the location of Siberia, Japan, the Chinese Empire, India, Siam, Persia, and the Turkish Empire. It should be possible for the pupils to locate other countries quickly, but their location should not be memorized.

Study the several countries, as has been done before, emphasizing the lives and occupations of the people, and the distribution of products as dependent upon surface and climate.

Study briefly only Siberia, Arabia, Persia, Afghanistan Baluchistan, Ceylon, Korea, and the Malay Archipelago. Give considerable attention to the other countries.

Illustrate by pictures and supplementary reading.

Bring out comparisons with our own country as to products and the character of occupations and of people. Show reasons for increased interest of our country in Asia.

Locate the principal commercial cities and also Tokyo, Peking, Jerusalem, and Mecca.

AUSTRALIA

Consider occupations briefly, bringing out the distribution of occupations and people as related to the surface and climate and locate the chief cities.

New South Wales, Victoria, and New Zealand are the only countries that the children should be expected to locate accurately from memory.

REVIEW

Summarize in a review of the year's work Canada, Europe, eastern Asia, and Australia, especially, to bring out comparisons in lives and occupations, in products and in position with reference to our own country.

SIXTH GRADE

The object of the year's work is first to bring together and combine the varied points in reference to physical geography that have come out during the fourth and fifth years; to amplify these facts that they may be used as a basis for a causal study of the continents, and to give training in clear thinking, and in the use of maps. The work should be largely map study, later supplemented by the text and by supplementary reading.

The work naturally begins with the larger features of the world that have been studied only briefly before, and then works outward to the continents. No attempt should be made to have a complete course in physical geography. Only those topics should be studied that are necessary for a basis to the later causal topical study of the continent. Neither should the principles be studied and then dropped. They should be used in the later study of each area treated. These principles are incorporated because they are really foundational—not for the sake of covering the ground. The larger emphasis should be put upon the climatic and surface features. Enough of the classification of the surface should be given so that pupils will be able to name the ordinary land forms when they see them, and know something of their origin and of their significance in political and commercial geography. Under climate, emphasis should be given to climatic conditions rather than to the weather. No attempt should be made to study all the conditions of weather observable in any locality. The pupils should know, however, the general procession of lows and highs, and know the average weather conditions to be expected from each. A greater emphasis should be given to plant geography than to the geography of animals or to the races of men, because the distribution of peoples and of occupations and the com-

mercial conditions throughout the world are dependent closely upon the conditions of the plants as these are dependent upon climate and surface.

The maps should be studied by means of questions planned to bring out the larger features of the maps. The climatic maps should be carefully studied in reference to each continent so that a pupil can tell from the surface and the climate what is to be expected in the way of population and commerce in each region. In fact what may be called prophesying from the map conditions should be an important part of the work. It is more valuable for a pupil to be able to get the larger features of world and continental geography, to be gained from a map, than to know all the details of location of land forms, capes, peninsulas, cities, and ports, which he is sometimes expected to memorize. Location is, however, an important part of the work and should not be neglected. Location work has been neglected too much in recent years. It should, however, be causal—not hit or miss. Anything that is studied as to the location should be studied in relation to the conditions that determine its position, and not merely as an item of information. In fact, knowledge of world phenomena is better than mere information about individual facts, though the latter should be taught sufficiently to make clear the applicability of the general principles.

At the end of the course of study a child should be able to read intelligently any common map, should know how to get large facts from that map, should know how to study a text in such a way as to join things together causally, should know how to use an index, how to consult an encyclopedia or other book of reference, and get the facts desired, discarding those irrelevant, how to use maps other than those in the book, and where to turn in the city or town library for the information he desires, and should have a desire to know more. He should not feel that all that is in geography is in the text or that geography is unchanging.

A pupil should be able also to locate, without reference to a map, at least fifty of the larger cities of the United States and fifty more of the chief cities of the world. He should know the larger geographic features of all the continents and the relations

of these countries commercially to the United States. He should know the general location of each continent and each country, in reference to other near-by regions; its location on the globe, its chief surface conditions and how these factors affect the distribution of the population; the chief climatic features in the same way, the chief industries and the reasons for their development, the commercial status of each country and its chief commodities and commercial ports and cities. His mind should not be burdened with details that are constantly changing, such as statistics of population or area in exact figures. Round numbers are all that should be called for.

In the treatment of the continents the order should be in general the same because this order has been outlined as being the best for bringing out the causal relations. The topics should not be studied separately, for each topic depends closely upon all the topics preceding it in reference to the same area. Hence the reciprocal relations should be brought out constantly. The physical, climatic, and commercial, and plant world maps should be used in outlining these topical conditions. The text should be used after the maps have been studied by means of selected questions, so that the points gained from the maps may be verified and details added that cannot be gained directly from map study.

THE PRINCIPLES OF GEOGRAPHY

The Shape and Size of the Earth

The globe as a whole, its composition and relation of parts.

The shape of the earth and results in everyday life.

Emphasize globular form and do not elaborate the flattening at the poles, as that is of little importance. Size should be considered in round numbers only.

Show how shape has caused the use of such words as up, down, level, and upright.

The Motions of the Earth

Rotation. (The teacher should have a small globe in hand for all studies of the world as a whole. In this portion it is best to have a blackboard globe if possible.)

The manner and time of rotation. Simpler terms arising because of rotation, axis, pole, equator, hemisphere, and cardinal points.

Show how rotation causes distribution of sunlight during a day and hence the natural device for position east and west—the meridians.

Longitude and time and International Date Line naturally follow. These should be reasoned out on a globe and not merely memorized.

Show that degrees are angles formed by the intersection of meridians along the earth's axis and that degrees on the surface have lengths dependent on the size of the earth at different distances from the equator. Illustrate by cutting an orange or apple into sections.

Comparative longitude of places and consequent difference in time are arithmetical applications of longitude and should preferably be incorporated in the arithmetic work.

Note that Standard Time is now used in most of the countries of the world, and that true sun time is more a matter of daily use on the oceans.

Revolution. (The teacher should use a small globe that can be moved about some central object to represent the sun. Be careful always to hold the globe so that the axis is always in the same position. Do not rotate the poles. A floating ball in a pan of water is also a good representation of these points. Problems in rotation and revolution can be worked out easily by means of a small ball mounted on a board. Each child should have a ball. The ball in kindergarten gift No. 2 is a good one for the purpose. Cut a small circular hole in a piece of paper so that it will fit the globe. This may represent the twilight circle and can be put in different positions to represent the seasonal conditions.) Note that the facts of revolution if memorized are practically useless. They must be worked out with apparatus and children must be able to demonstrate the points to have them of any use in later life.

The seasons, the meaning of the circles, the tropics, the equinoxes, and the solstices should be worked out.

Latitude naturally follows. This should be shown as in

longitude as angular distance and not merely miles. Maps and their use and the use of parallels and meridians naturally follow the study of longitude and latitude. Do not study projections in detail. Note that a Mercator map has no scale and have children see reason why.

The Continents and Oceans

Study distribution of great land and water masses on the globe and then on a map. Bring out clearly the conditions that determine the difference between a continent and an island, a sea and an ocean.

Note land and water hemispheres. Have the pupils realize that a globe can be cut into an indefinite number of hemispheres and that only a few are used ordinarily.

Rivers and River Valleys

Study the work of rivers and the features of river valleys, if possible by observation.

Bring out the results in formation of valleys, hills, mountains, and the essential definite ideas associated with rivers, which are of use in daily life.

Bring out the classification of rivers, as young, mature, and old, but do not elaborate. Illustrate deposits, and lakes, waterfalls, divides, alluvial plains, deltas, and drowned valleys, all of which terms are later put to constant use.

Illustrate landscape features by pictures, fully. Avoid word statements not founded on clear images.

Plains, Plateaus, and Mountains

Bring out essential ideas of form and the relations to peoples. Avoid details of classification and do not elaborate too fully. Be sure to bring in the human relations as illustrations in all phases of the work so as to have the pupils see that these topics are studied because of their geographical significance and not because they are mere items that have to be included because they are usually studied.

Underground Water

Bring out the meaning of rainfall, ground water, and run-off. Show the importance of ground water and run-off.

Note irrigation as a very important means of bringing water to the soil. Note wells, springs, and limestone caves as the results of ground water. Bring out their significance.

Vulcanism

This subject is a further elaboration of the work of underground water. Bring out essential features of geysers, hot springs, volcanoes, and earthquakes, and the relation of men to the regions in which these abound. Avoid too great an elaboration because they are unusual and interesting.

The Atmosphere

Show the constant presence of air; its uses and its work.

Study temperature and the difference in the response of land and water to temperature.

Make January and July isothermal maps the basis of the work. Compare temperature of interior of continents with temperatures of the east and west coasts of the same latitude. Note area of greatest and least annual range of temperature. Locate heat equator and cold pole.

The heat belts in a broad way naturally follow.

The Great Wind Systems

Because of the revolution of the earth at a certain angle and the consequent broad distribution of temperature, certain great wind systems result. These wind systems are more important than mere temperature in determining the distribution of people and products in the world.

Hence bring out the principal winds of the world and their effects.

These should be developed by map questions based on the temperature maps and should be later studied in the text. There is no better topic to be studied causally from the maps than the winds.

Dwell upon the wind systems until they are clear, for they will have to be used much in the later work.

Do not fail to make clear the migration of the wind systems with the seasons. Note that the details will be modified under the study of the continents, because of the surface features.

Rainfall and Weather

Rainfall naturally follows because of upward movements of the winds. Hence the rainy and dry regions should be anticipated from the wind maps, and even small areas can be located if the surface maps are used also.

The study of rainfall naturally leads to the study of rainfall in the United States. This means to a large part of the country the study of weather. Hence the necessity of studying lows and highs or cyclones and anticyclones.

The work on weather should if possible be based on a series of observations of the weather carried on for a period before the subject is taken up. The local weather maps should be obtained from the nearest office of the United States Weather Bureau for use in studying the weather of the day as illustrations of larger phenomena.

Map questions should be planned to lead to the general points and may be based on the maps in the book, on selected weather maps or other published charts. These questions should bring out the relation between pressure and winds, winds and temperature, winds and rainfall, and should give pupils a good idea of the effects of weather changes in their own region.

The Oceans

The study of the ocean movements naturally follows that of the atmosphere, as the oceanic movements are primarily the results of winds.

Bring out first the uniformity of motion in the northern and southern oceans, omitting at this stage the North Indian Ocean. Show how the currents determine the number of oceans.

Emphasize the great drifts and not the local and relatively unimportant currents like the Gulf Stream and Guinea Current.

Study special currents after the scheme of drifts is clear.

Study the currents of the North Indian Ocean and prove the point of the relation of currents to winds by the case of these currents.

Note the use of the currents to man.

Waves and Tides

The topics of waves and tides should be studied briefly.

Waves may be illustrated by a series of experiments so that pupils will realize form, power, and the effects on the shore line.

Tides should be considered merely in their essential, easily understood elements. The cause of tides is beyond most pupils. It can be shown that the moon and sun cause the tides, but the details are too difficult for clear exposition.

Shore Forms

The details of formation and of features of the shore forms should only be studied where observation is possible. Children should know the ordinary forms of importance to man and commerce and how they are formed—that is, on what kind of a shore line they may be expected. The work of corals may be brought in briefly. Note that the coral building animals are not insects as so many books state. The conditions determining the growth of corals are more important than the actual work of the corals.

Glaciers

The remaining eroding agent, glaciers, should be studied with some detail in the larger part of the northern United States; in fact, wherever glaciation occurred, because the details of surface form are due there to glaciers. Avoid giving the impression that glaciers are more important as an eroding agent than any other agent.

Show what a glacier is; show the nature of its work and the changes that it produces, including the shape of the deposits left, the effect upon drainage, and indirectly upon industries.

Bring out relations of man to glaciers in the eastern United States, in Switzerland, and other countries.

Distribution of Plants

The study of the physical controls lays foundation for the study of the geography of life. The study of this series of facts allows for the application of the principles already studied and permits certain summaries of facts that have been scattered as illustrations in the earlier part of the work.

The general distribution of plants should be anticipated from a study of temperature, rainfall, and surface maps, most of which have already been studied. This study should be approached

by a series of carefully planned map questions. These questions should be based on the climatic and surface maps and then verified on the vegetation map. Children should be thoroughly familiar with the relation of vegetation to climate, to altitude, to slope, and should know the conditions of the several plant regions. These regions are of great importance in later continental work and should be known thoroughly in comparison with the home region.

Distribution of Animals

The distribution of animals naturally follows that of plants, as animals ultimately depend on plants for their food. The distribution of animals is not as clear, however, as that of plants, and the causal conditions cannot be emphasized as strongly.

Children should know the different regions and the characteristics of the animals in each. They should know the chief animals of use for food, clothing, and shelter, or as beasts of burden in each.

A brief consideration of the distribution of the common domestic animals is interesting and gives a good opportunity to study the effects of man's work in changing geographic conditions.

The People of the World

This is again a topic that cannot be considered as causally as some of the others. Children should know the effects of mountain ranges, of plains, of deserts, and of oceans upon the migrations of men, and should know what surface features are the best barriers.

They should know the distribution of the great races and the essential characteristics of each race. Avoid giving emphasis to those features which are merely peculiar and not distinctive, such as habits of dress, and customs of living.

The conditions of people as to civilization, and what this means as to their place and position in the world of commerce and in progress, are extremely important topics.

The social and industrial relations, in a simple way, of the savage and barbarous people should be compared with the conditions of the civilized communities.

The development of trade among people naturally follows.

The essential elements of commerce and the aids to commerce should be noted. This should include the common features of government, that pupils may have the ideas of village, town, city, state, and nation clearly in mind as political units involved in the relations of groups of people to one another socially and commercially.

How Man Changes the Geography of the World

This forms a good opportunity for a brief interesting review of what has already been brought out in a scattered way.

That man does change the geography of the world is more important for the pupils than to remember the dimensions of some canal that man has dug. Encourage children to be on the lookout for examples of change.

COMPARATIVE GEOGRAPHY OF THE CONTINENTS

As has been stated already, the point of view in the continental work of the upper grades should be a causal study of each area treated, culminating in the commercial relations of the region as the highest geographical element involved in the study of a region and the element of the greatest practical consequence. In the study of commercial factors, the reasons for commerce, and the great trade routes, the larger groupings of products are of far greater importance than that the pupils should be able to run off a whole alphabet of products for any or all regions. The treatment of North America differs from that of the other continents in that it is in more detail, and because the physical features can be studied more closely.

NORTH AMERICA

Size, Position, and Coast Line

Relative size of continent.

Position as to latitude and longitude.

a With reference to other continents.

b With reference to oceans.

The coast line, its shape, direction, accessibility, and relations to good harbors. Chief indentations and ports located.

Surface

The larger divisions of surface, the Cordilleran Highlands, the Appalachian Highlands, the Atlantic Coastal Plain, the Great Central Plain, their extent, significance, character, and relations in a broad way to population.

Modifications of surface as the result of glacial action. Extent of glaciated area.

Drainage

Larger drainage features only as related to surface. The Mississippi River, the principal rivers of the Pacific Slope, of the Atlantic Slope, of the Arctic Slope, the St. Lawrence Basin.

Bring out these features as related to history and to geographic development of the continent.

Climate

Position of the continent in the wind systems.
Consequent general features of climate.
Chief modifications due to surface.
Climatic regions and their general characteristics.
The East Coastal, Interior, and West Coastal regions.

Vegetation

General distribution of the chief vegetation regions determined from the climatic maps and the vegetation map of the world.
The tundra, the forests, the steppes, the deserts.
Characteristics of vegetation in different regions.
Significance of vegetation distribution.

Animals

Very brief consideration only.

People

Present and past distribution of races in North America.
Relation of races to surface and climate.

THE UNITED STATES

Size and Extent

Extent in continent. Hence, relation to climatic and physical regions.

Climate

Careful causal study should be made of the climate of the several regions of the United States, the East Coastal and Gulf, the Interior and the West Coastal, as related to the larger features of surface. Bring out the relations to agriculture and other occupations to be expected. Verify and add details later.

Physical Divisions

Study carefully the distribution, surface features, relation to other features, effects upon industries, commerce, distribution of population, and other characteristics of each of the following physical divisions of the United States: the Coastal Plain; the Piedmont Belt; the Appalachian Highlands; the Great Central Plain; the Rocky Mountains; the Columbia and Colorado plateaus; the Great Basin; the Pacific ranges.

The political extent of each region should be noted carefully that this may be used later in the regional work. The relation of each separate physical division to the large features of the continent should be noted, as also the climate of each region.

Bring out historical relationships wherever possible, especially in the eastern United States.

This gives a good view of the United States as a whole, so that each part can be seen in relation to the whole, and so that the effects of surface and climate may be clearly and easily brought out.

The larger portion of the features of climate, of physical divisions, and of relations of life thereto, should be worked out from the maps before the text is studied.

NEW ENGLAND

New England is naturally the first division to be studied. There is a great advantage in beginning with the political divisions along the Atlantic Coast and in proceeding westward, because it allows the geography and the history to be closely related throughout. This is especially true of the facts of colonial history, of the expansion of the West, and of the Civil War.

New England should be treated as a political unit as well as a physical unit. It is the only political division of the United States in which only one physical division is involved.

Size, Position, Surface, and Drainage

Size, position in the Union, and position as related to Europe and South America.

Surface features, emphasizing larger features.

Soils as related to glaciation.

Drainage, direction, length, and importance of streams.

Scenery as elements of surface features.

Climate

Climate as dependent upon position in the Union and on the east coastal side of the westerly wind system.

Occupations

Occupations as dependent upon surface, drainage, and climate. Bring out reasons for distribution of industries, having the children locate from maps and from earlier part of text before studying the portion of text relating to industries.

Cities

In association with each industry study the location and relative importance of the cities involved in the industry to a notable extent.

In this way cities become causally located and only the few chief cities have to be studied later as individual things. Avoid the mere memorizing of a table of cities with their wonderful features. This is not studying geography; it is merely studying a gazetteer.

Commerce

Trade and cities naturally follow the occupations and should be studied as related to New England, the Union, and the world. Have the children follow routes of commerce on world and commercial maps.

Make the study comparative as much as possible so that New England will be seen in relation to the rest of the Union and not as a mere section by itself.

Summarize, bringing out the causal relations and the commercial position of the region.

History

Throughout, relate to the history as much as possible and

show in what ways this region has contributed to the occupation and development of the rest of the Union.

MIDDLE STATES OF THE ATLANTIC COAST

This is the first group of states in which several physical divisions are to be considered. The manner of treatment will be a guide to the manner of treatment of later divisions.

Size, Position, and Climate

Size, position in Union, and position in reference to the glaciation.

Climate as dependent upon position.

The Atlantic Coastal Plain

As each physical division is studied the features thereof should be reviewed if necessary. The maps should be used constantly.

Extent; Surface—Industries dependent upon surface, climate, and soil.

Show reasons and bring out cities involved.

The Piedmont Belt

Similar treatment.

The Appalachian Mountains

Similar treatment, emphasizing the relation to commerce, transportation, and history.

The Great Valley

Similar treatment, but more detailed. There is no region in which the causal side can be better treated. The historical relations here are striking.

Adirondacks and Allegheny Plateau

Study in the same way the Adirondacks, and the Allegheny Plateau. The latter should have careful treatment.

Summarize the commerce, domestic and foreign, and bring out relative standing of the chief cities.

District of Columbia

Consider District of Columbia as of interest and importance to all Americans, because the seat of National Government.

SOUTHERN STATES OF THE ATLANTIC COAST

Study this region, bringing out as fully as possible comparisons in physical, climatic, and life conditions with the regions farther north, and the reasons therefor.

Atlantic Coastal Plain, the Piedmont Belt, the Appalachian Mountains, and the Great Valley are the physical regions involved.

Cities should be brought in causally and the more important summarized under trade and cities.

Bring out the interrelations in domestic commerce and the reasons therefor.

SOUTHERN STATES OF THE MISSISSIPPI BASIN

Study this region in a similar way, bringing out comparisons with regions already studied and reasons therefor, as far as possible.

When a new industry is met, study with care the reasons for its development.

The Coastal Plain, the Allegheny Plateau, the Great Valley, and the western plains are involved here. The last mentioned are practically a western continuation of the coastal plain and need not be considered separately.

NORTHERN STATES OF THE MISSISSIPPI BASIN

This region is largely the Great Central Plain. The other regions are so insignificant that they may be studied in relation to the industries to which they are most closely related.

Hence the treatment here is closely similar to that of New England.

The position, surface, soil, climate, and vegetation naturally lead to a consideration of the occupations, in which agriculture, grazing, mining, and manufacturing are all of great importance.

This region should be compared with the other regions already studied, so that its proper position may be seen and the reasons appreciated.

The location of cities should be closely studied, particularly in relation to the drainage and other physical features, and the relation of trade routes, and character of products involved in commerce, should also be similarly studied.

THE PLATEAU STATES

The differences between the several physical features of this region are, from the standpoint of man, largely scenic differences. So far as occupations are concerned it is only necessary to contrast the highlands and the lowlands causally—the highlands for their mining and lumbering, the lowlands for the agriculture and grazing.

This region is splendidly situated for a causal study of life, as related to climate, surface, position, and much should be made of this. The region can well be approached from the maps and the text follow.

The trade should be studied as related to the surface and trade routes. Cities should be located in the same way.

Especial attention should be given to the scenery and the primitive people.

THE STATES OF THE PACIFIC COAST

These states may be studied in a similar way, bringing out the industries as related to the lowlands and highlands. Here, again, the region should be approached from the maps, and the text used later.

The commercial relations of the present and the probable commercial relations of the future should be worked out with care and the reasons clearly brought out. Use continental and world maps.

When a child has studied the different sections of the United States he should know their relative position in space, climatically, their surface features, their chief occupations and the reasons therefor, the relative status of any group of states in its chief industries, the commercial relations and the position commercially of the chief ports, and any special points in which any particular group outranks other groups.

THE DEPENDENCIES OF THE UNITED STATES

Study causally (following the order, position, surface, drainage, climate, vegetation, products, trade, and trade relations) Alaska, Hawaii, the Philippines, and Porto Rico.

Locate and note the other dependencies, but do not study them at any length.

Location of all the dependencies should be on a world map and in comparison to the United States.

COUNTRIES OF NORTHERN NORTH AMERICA

Locate on the continent and in the world.

Eastern Canada should be studied somewhat fully and compared with the United States in position, surface, climate, relation to the Great Lakes and the coast, products, and commerce.

The physical divisions of the United States should be followed into Canada and their relations to the people brought out.

Study whole area as to position, extent, coast, surface, drainage, climate, vegetation, animals, and trade.

Then study the several provinces, and especially Quebec and Ontario. Compare the latter with the region of northern New York and Pennsylvania.

Compare Manitoba with the Dakotas; British Columbia with Washington and Alaska.

Note that recently the territories have been reorganized and that Assiniboia and Athabaska no longer exist.

The region has been divided into a western Alberta and an eastern Saskatchewan.

Study Newfoundland and Greenland briefly as related to climate, ocean, and fisheries.

MEXICO

Study Mexico causally according to the order of topics previously outlined, bringing out comparisons and commercial relations to the United States.

Locate chief ports and towns, but do not call for a study of the different states.

CENTRAL AMERICA AND THE WEST INDIES

Make a similar study of Central America and the West Indies, having the children locate the different countries and chief islands, and bring out commercial relations to the United States.

Emphasize the changes that will probably follow the opening of the Panama Canal, such as the shortening of trade routes between Europe and the west coast of South America, and between the Atlantic ports of the United States and the same region.

SEVENTH GRADE

SOUTH AMERICA

Follow the causal order in reference to the continent, bringing out comparisons with North America and the United States constantly.

Comparative Size and Position

Latitude extent as compared with North America.

Relation to heat belts.

Longitude extent. Compare longitudes of western South America and eastern North America.

Coast line and harbors.

Surface

Study the principal highlands and lowlands.

Compare with North America.

Note that the Andes are not an extension of the Rockies, as is usually taught. They are a separate system separated from the Cordillera of North America by the mountains of southern Mexico and of Central America, which run nearly east and west.

Drainage

Study drainage and compare the Amazon with the St. Lawrence, the La Plata, and with the Mississippi. Show why the Amazon is not a great commerce route.

Climate

Compare with North America, showing similarities and dissimilarities. Show reasons. Bring out seasonal conditions.

Vegetation

Vegetation as dependent upon climate and surface.

Animals and People

Study this subject briefly.

THE COUNTRIES OF SOUTH AMERICA

Study different countries causally, paying the greater attention to Brazil, Argentine Republic, Chile, and Venezuela. Follow order of topics given before.

Bring out commercial cities and relations, showing why South America has closer commercial relations with Europe than with North America.

Summarize so as to leave a clear impression of the continent as a whole, and its relative importance in the world politically and commercially.

EUROPE

Study first the continent as a whole, noting its relation to Eurasia and the climatic and social conditions dependent thereon.

Compare with the continents previously studied whenever possible.

Europe can be studied causally with great ease and effectiveness.

The order of topics should be size and position, coast line, surface, drainage, the chief subdivisions of surface, climate, and vegetation, animals, and people, following the outline for North America, already presented.

In this study make constant use of the world maps and the climatic maps to give best training on map study and understanding of causal relations.

Study different countries causally, bringing out the commercial conditions and relations, with reasons therefor. Follow an outline for each country similar to the series of suggestions given below for Spain and Portugal.

Pay the closest attention to the United Kingdom, France, the Low Countries, Russia, Germany, Italy, and Switzerland.

Compare constantly with the United States as to number of countries, density of population, development of industries, commerce, and relative world importance.

Summarize as in the case of South America.

THE IBERIAN PENINSULA

Size, Boundaries, and Position

Its size compared with some area already studied.

Relation to surrounding ocean. Harbors.

Relation to remainder of continent. Importance of barrier of Pyrenees.

Local region of corresponding latitude in North America.

Possessions of Spain and Portugal in other parts of world and their importance.

Surface and Drainage

Height and extent of plateau.

The distribution and character of mountain ranges.

Distribution of population and cities as related to surface.

Position and extent of lowlands.

The principal rivers, their directions, position of main divide.

Characteristics of rivers, reasons for falls and rapids.

Basins of Douro, Tagus, and Guadalquiver compared.

Climate

Winter and summer climate as determined by prevailing winds.

Distribution of rainfall as related to winds and surface.

Influence of Pyrenees on climate.

Relation of climate to agriculture.

Products

Distribution of agriculture and grazing as related to surface and climate; of mining as related to surface.

The principal products of the soil and their relation to climate and irrigation.

Comparison agriculturally with Algeria.

The chief minerals, their location and importance.

Manufactures

Reasons for lack of development of manufacturing.

The principal products and places of production.

The importance of Madrid.

Trade

Reasons for lack of development of internal commerce.

The principal exports and imports.

The relation of exports to agriculture and mining.

The relation of imports to manufacturing.

The location of particular exports at certain ports and the reasons therefor.

The People

The former greater world importance of Spain and Portugal.

The reasons for present position in world affairs.

The characteristics of the people. The people of plateau and lowlands compared.

AFRICA

Study causally, following the order outlined above for Europe and North America.

Study northern and southern Africa fully.

Bring out comparisons with Europe and North America.

Show reasons for the development of colonies of European countries and the commercial value of the colonies.

Summarize so that pupils will see clearly the relative rank of Africa and the reasons therefor.

ASIA

Study Asia causally—following the order outlined above for Europe—first as a continent as a whole, and then in sections. Use climatic and commercial world maps and make these maps the basis of the work as much as possible.

Devote a large share of attention to Russia in Asia, to India, Chinese Empire, and Japan.

Summarize as before.

AUSTRALIA

Study Australia as a whole causally—following the order outlined for Europe—merely locating the different states of the Commonwealth.

Show why the colony is of great advantage to the United Kingdom.

Study Tasmania, New Zealand, and the Islands briefly in the same way and summarize.

SUMMARY

The work should close with a summary of the distribution of the chief commercial products of the world according to climate and surface, and of the world politically, followed by a brief comparative review of the great commercial nations, showing the reasons for their relative positions.

THE GEOGRAPHY OF THE HOME REGION

Somewhere in the course of study, and preferably as late as possible so as to give the most effective treatment to the topic, the geography of the Home Region should be studied intensively. This should be done in such a way as to give a good understanding of the reasons for the relative rank of the locality in the Union as to population, development of specialized industries, and commerce. Emphasis should also be given to the more important points of history as related to geography, and some attention devoted to certain items of necessary information about the home state, even though they are not strictly geographical.

The immediate home locality is made the basis for the earlier work in geography for good educational and geographic reasons. During the work on the continents throughout the intermediate and upper grades, a special study is made of the place of the Home Region in the political group of states of which it is a part, of the position of the group economically and commercially in the Union, and the place of the United States in the world as a great commercial, industrial, and political unit.

There is a need, therefore, in summary and review, to make a more special study of the reasons for the relative importance of parts of the Home Region that pupils may see their own locality in the proper perspective as related to the rest of the country. They also need to know many details of interest to them, but of little importance relatively to people living outside the region.

This study should be causal and definite, should be based on maps as far as possible, and should be organized so as to make the pupils realize the reasons why they should have a strong patriotic feeling for the United States and their own state.

Though the order should be topical and causal, no one order can be prescribed for all localities. In some places the historical

side should be brought in early so as to show the reasons for the development of the region, and in others it may be introduced later because the history can be better understood after the geographical elements have been studied in detail. In general the following order is recommended:

Location

Location in reference to other states; to great physical divisions of the United States; to larger climatic divisions; to drainage features and natural lines of transportation and commerce.

Larger effects of location as shown in the development of certain groups of industries.

Size

Size in round numbers only. Extent in latitude and longitude.

Relative size as compared with neighboring states.

Surface

The larger surface features as related to the physical divisions of the United States.

Special study of distribution and character of surface; features of most moment in determining distribution of population and industries.

Brief account of development of the more striking surface features, omitting geological details.

Drainage

Relation of region to the large drainage slopes of United States.

The general direction of streams as related to surface.

The chief rivers and their relations to distribution of cities, industries, and commerce.

Climate

Relation of seasonal climate to position on continent.

Effects of surface features on climate.

Temperature, prevailing winds, rainfall of winter and summer.

Length of growing season.

Relation of distribution of chief crops to conditions of growing season.

Plant and Animal Life

The larger plant realm in which the region is located.

Distribution of forests, tillable land, waste land.

The native animals; their present numbers, distribution, and protection.

Animals of economic value.

History

The primitive peoples, their character, number, and relations to white men.

The occupation and development of the region considered in relation to geography.

Earliest centers of population and lines of travel with reasons for location.

More striking historical personages.

Development of industries historically considered.

Industries

The different local industries should be studied in detail so as to bring out the reasons for their development, the value of products, the relative rank of home locality in the Union, and relations of products to home consumption and commerce. Study carefully particular localities in which special industries have been developed to a great degree of efficiency. Bring out reasons for location of cities through study of industries.

Transportation and Commerce

Routes for commerce and the reasons.

Internal and external commerce as related to industries and special cities.

Chief products involved in commerce as exports and imports.

Chief commercial cities and reasons for growth.

Government and Education

The state government and officers.

Their duties, terms of office, and method of selection.

The leading public institutions.

State representation in the National Congress.

The general plan of public education in the state.

The chief public educational institutions.

The more important private educational institutions.

The Chief Cities

Consider briefly the more important facts in reference to the larger cities of the region, bringing out important features, including especially the points of the individual cities of interest to the region as a whole.

THE DODGE SERIES OF GEOGRAPHIES

In this series of geographies the author follows with absolute fidelity a well-defined plan, the work maintaining unbroken its exceptional interest and value. The underlying principle is the causal relation, and, throughout the series, from the first chapter of the Elementary Geography to the last page of the Advanced runs a connecting thread, establishing a definite relationship that in the very beginning attracts the attention of the pupil, then fixes his interest and draws him on.

In the Elementary Geography, the reasoning is from consequences to causes; in the Advanced Geography, causes are the starting point. Encouraging the pupil in the development of each subject to seek for the relation of cause and effect, Professor Dodge, in a simple and direct manner, leads him along the most natural and logical route to acquaint him with the earth in its various relations to man. He is shown constantly the relation of occupation and mode of life to climate and physical features, the importance of commercial geography, and the relation of our country to other leading countries, until in a final summary, embodying a comparison of the trade and commerce of all countries, he reaches a comprehension of the world as a whole.

Maps of striking excellence are provided in generous measure. Well drawn, finely engraved, and beautifully printed, they form a most attractive feature in a series of text-books, admittedly, the most attractive yet published. In the Elementary and likewise in the Advanced work each continent is represented by three full- and the United States by three double-page maps, the three charts embraced in each series being on a uniform scale. In the Elementary work the first of each series is a relief map affording an unusually interesting view of highlands, lowlands, and drainage systems; the second a physical map carefully delineating all essential surface features and representing in accordance with the international color scheme exact land heights and water depths; the third an up-to-date political map unsurpassed in beauty and general excellence. In the Advanced book each series consists of a physical map, a specially prepared political map showing far greater detail than is permissible in Elementary maps, and a commercial map affording at a glance an unusual amount of information concerning chief commercial routes, both land and water, and leading products. The general maps are supplemented by a large number of fine detail maps embodying an invaluable amount of information.

Diagrammatic maps of unvarying clearness and accuracy are found in great variety. Through these altogether usable and highly illuminating charts the pupil finds graphic aids in the study of climate, rainfall, vegetation, occupations, and the distribution of productions.

Not the least valuable feature of the book is found in the numerous diagrams. So prepared, that comparisons of productions are rendered easy and instructive, they are especially helpful in the study of trade and industry.

The pictures in the Dodge Geographies strongly reënforce the text and strikingly demonstrate the educational value of illustrations. Selected with special reference to their appropriateness, their chief merit lies in the vivid and realistic manner in which they typify the physical features and development of each country, and the mode of life or the appearance of the peoples.

Admirable in every way, these books mark a great advance in the teaching of geography. With new and interesting subject matter, with an individual plan, developed in a thoroughly scientific yet simple and direct manner, with splendid maps, and with a wealth of illustrations that illustrate, they are recognized as the most teachable text-books before the public. Teachers using the Dodge Geographies report among pupils a notable advance in enthusiasm, an awakened and keen desire for investigation and an increased breadth of vision.

THE SCHOOL ROOM TEST SETTLES IT

LISTEN TO THE CONCLUSIONS OF THOSE WHO USE THE DODGE GEOGRAPHIES

"The Very Best Book on the Subject"

The Dodge Home Geography was introduced into our schools in September, 1904, and has steadily grown in favor. I consider it the very best book on the subject.

F. M. FULTZ, *Superintendent of City Schools*, Burlington, Iowa.

"Satisfactory in Every Way"

Dodge's Elementary Geography has been in use since the beginning of the school year, and has proven satisfactory in every way. It starts where every pupil should start, with the known, making every step of the way real and accurate.

W. G. DUGAN, *Principal*, Parnassus, Penn.

"In Every Way Worthy of the Splendid Recognition Accorded Them"

The Dodge Geographies give ample satisfaction. They are real, live geographies. The subject matter is clean, fresh, and up-to-date. The arrangement of the books will meet the approval of those possessing the best pedagogical ideas. The illustrations are very fine and most helpful to the teacher, while the form of the books is such as to render them convenient in handling and easy of access. The maps are of the very best. On the whole, the books are in every way worthy of the splendid recognition accorded them by the best teachers of geography.

MATTHEW BOLLAN, *County Superintendent of Schools*, Havana, Ill.

"Used the Dodge Geographies with the Best Success"

We have used Dodge's Geographies in our schools this year with the very best of success. The maps, diagrams, pictures, and logical arrangement of the texts are to be commended. The questions and exercises are very suggestive and are in close touch with the needs of everyday life.

W. D. GILLEN, *Principal of Public Schools*, Marietta, Wash.

"The Books are Wonderfully Attractive"

My teachers are uniformly well pleased with the Dodge Geographies. The books are wonderfully attractive; the subject matter is well selected and written in an interesting manner. The graphic way of comparing important data pleases me very much. I commend the books without a mental reservation.

D A. THORNBERG, *Superintendent of Public Schools*, Everett, Wash.

"Treatment in Harmony with the Latest Views of Specialists"

I consider the Dodge Geography the best book on the market. It has several distinctive features of great value, among which are the proper blending of the physical and commercial factors, a well selected series of maps, a treatment in harmony with the latest views of specialists, an arrangement which is suited to the grades, and a vigorous and pleasing style. I have introduced the advanced book into my classes, and am very much pleased with it.

J. A. MERRILL, *Professor of Geography, State Normal School*, Superior, Wis

"Entertained as well as Instructed by Their Use"

My teachers and I are well pleased with the Dodge Geographies. They are so well written that the children are entertained as well as instructed by their use. I find them up-to-date in every respect, and much above the average book in paper, clean print, and binding.

J. M. CANFIELD, *Principal of Nebraska Avenue School*, Toledo, Ohio.

"Giving Entire Satisfaction in Our Schools"

The Dodge Geographies are giving entire satisfaction in our schools. They make the geography lesson a thinking lesson.

J. A. MUNSON, *Superintendent of Schools*, Harbor Springs, Mich.

"Have Given a New Interest to the Study of Geography"

The Dodge Geographies have given a new interest to the study of geography in our schools. Our children are delighted with the books, and the teachers say they never secured as good work in geography as they have since commencing work in the Dodge series. I believe that in these books you have a geographical series that will stand the test of time.

F. J. SESSIONS, *Superintendent*, Davenport, Iowa.

"Thoroughly Scientific, Yet Admirably Simple"

We have used the Dodge Geographies this year in our grades, and are very much pleased with them. They are thoroughly scientific, and yet admirably simple. In the development of each subject the author follows a natural and logical sequence and thus leads the child to seek for the relation of cause and effect in all the phenomena of geographical subjects.

J. F. KNIGHT, *Principal of Public School*, Everett, Wash.

The Books Seem to Meet a Long-Felt Want in the Teaching of Geography"

Work in geography has practically been revolutionized since the introduction of the Dodge series. We are using the books in the rural and city schools of this county, and find the interest taken by both teachers and pupils has been greater than we ever expected to accomplish. The books seem to meet a long-felt want in the teaching of geography.

J. C. HAGLER, *County Superintendent of Schools*, Ida Grove, Ia.

"The Most Teachable Texts That I Have Seen"

In adopting Dodge's Geographies, I am sure we have selected the right one. It is a relief and an inspiration to note the delight and enthusiasm with which our teachers and pupils now pursue the study. The books are the most teachable texts that I have seen. I consider the arrangement and treatment of the subject matter as the most rational and sensible that has yet been published.

U. O. ANDERSON, *Superintendent of Schools*, Lafayette, Colo.

"So Well Pleased That We Shall Use Them for Five Years"

We are so well pleased with the Dodge Geographies that we shall use the books for at least five years, possibly longer. The Dodge series harmonizes in its general method all of the best elements of the best geographies. The weak points of the older geographies are not to be found in the Dodge Geographies. The study of geography from the standpoint of man dominates this magnificent series of books.

W. N. FERRIS, *President of Ferris Institute*, Big Rapids, Mich.

"Dodge's Geographies the Best I Have Ever Used"

I consider Dodge's Geographies the best I have ever used. The illustrations are many and good, the physical, political, and commercial maps are of great excellence. The topics are simple and explicit. The exercises at the end of each chapter require thought. The book brings us closer to nature.

MARGARET TAMAN, *Teacher of Seventh Grade*, Reed City, Mich.

"Have Rapidly Grown in Favor with Teachers and Pupils"

The Dodge Geographies have been in use in the public schools during the present year. Since their introduction they have rapidly grown in favor with both teachers and pupils. They are up-to-date, and in the selection of material, and in the order and presentation, they are in accordance with sound pedagogical principles. They have created a new interest in the subject of geography.

J. B. YOUNG, *Superintendent of City Schools*, Toledo, Iowa.

"Can Recommend Them to All in Quest of a Reliable Text on Geography"

The Dodge Geographies have been used in our schools for one year and have proven very satisfactory. These texts present the practical ideas of physical, political, and commercial geography in a teachable manner, thus showing clearly cause and effect in determining life conditions, industries, and commerce. The maps, are the finest, I have seen, while the illustrations are in reality most lifelike. I can recommend the Dodge Geographies to all who are in quest of a reliable text on geography.

J. Tobias Hoffman, *Principal of Schools*, Gratz, Pa.

"No Rival in the Field Approaches Them in Beauty"

The Dodge Geographies are the highest product of the geographer's art. No rival in the field approaches them in beauty, in thoroughness of map treatment, in modernness of method. Our teachers and pupils are delighted with them.

W. A. Annin, *Superintendent of Public Schools*, Macon, Mo.

"The Teachers Who Have Used the Books Are Highly Pleased with Them"

With reference to the use of the Dodge Geographies in this county, I would say that all the teachers who have used the books are highly pleased with them. They contain much freshness, naturalness, and good sense.

S. J. Race, *Superintendent of Schools*, Redwood, Minn.

"Can Only Do Good Work in Geography by Having the Dodge Geographies"

My teachers think they can only do good work in geography by having the Dodge Geographies to use constantly.

Temperance Gray, *Principal*, Brooklyn, N. Y.

"Adopted Over All Competitors. Have Grown Steadily in Favor"

One year ago the Board at this place adopted the Dodge Geographies over all competitors. From that time to the present they have grown steadily in favor till teachers, patrons, and pupils are a unit in speaking a good word for them.

W. P. Thacker, *Superintendent of Schools*, Raymond, Ill.

"I Consider Them a Very Strong Set of Geographies"

I have had the pleasure of examining and using Dodge's Geographies, and did so with much care and interest. I do not hesitate to say, I consider them a very strong set of Geographies.

The subject of Physical Geography in the advanced book is masterfully presented; the maps can not be excelled. The mechanical features of the books are an example of excellence and skill in the art of book-making.

I know of no Geography that is more teachable than the Dodge.

Paul P. Mason, *Superintendent of Schools*, Reed City, Mich.

"Thoroughly Teachable and Peculiarly Interesting"

The Dodge Geographies, which we introduced last September, are giving excellent results. The more the teachers become familiar with them the better they like them. They are thoroughly teachable and the pupils find the lessons peculiarly interesting. We anticipate even better results for the coming year.

H. G. Warne, *Superintendent of Schools*, Newberry, Mich.

"They Have Popularized the Study of Geography"

We are using the Dodge Geographies in the third, fourth, and fifth grades of the Clayton Schools, and teachers and pupils are delighted with them. They have popularized the study of geography in those grades and I think they have almost doubled its efficiency. I wish that every child in Illinois could have access to them.

S. H. Trego, *Principal of Clayton Schools and Member of Board of Trustees, West Illinois Normal School*, Clayton, Ill

"We Like Dodge's Geographies Better Than Any We Have Ever Used"

We like Dodge's Geography better than any we have ever used. The teacher using the book said she could arouse more enthusiasm in her classes since using the geographies.

H. C. Poehler, *Superintendent of Schools*, Montgomery, Minn.

ODGE'S ADVANCED GEOGRAPHY IS TODAY THE BEST TEXT-BOOK THUS FAR PUBLISHED, BECAUSE THE MATTER PRESENTED IS MORE LIKELY TO INTEREST THE PUPILS IN THE SUBJECT THAN THAT GIVEN IN OTHER GEOGRAPHIES NOW ON THE MARKET. THE OTHER STRONG POINTS IN THE BOOK ARE THE FOLLOWING: THE ILLUSTRATIONS ILLUSTRATE; THEY HAVE BEEN MOST CAREFULLY SELECTED, AND CONTAIN IMPORTANT HELPS. THE CITIES AND THE PEOPLE ARE MADE OF IMPORTANCE BY CAREFUL TREATMENT. THE CLIMATE AND ITS INFLUENCE RECEIVE THE CONSIDERATION THEY DESERVE. INDUSTRIAL AND COMMERCIAL GEOGRAPHY ARE FULLY AND CAREFULLY TREATED, AND IN A WAY TO INTEREST THE CHILDREN. THE COMMERCIAL MAPS ARE THE LARGEST AND FULLEST IN ANY BOOK. THE REFERENCE TABLES ARE VERY COMPLETE. ALL THROUGH THE BOOK THERE IS A CONSTANT APPEAL TO THE EYE BY MEANS OF NUMEROUS COLORED MAPS AND DIAGRAMS. THE BOOK IS WELL PRINTED ON GOOD PAPER AND HAS A VERY ATTRACTIVE APPEARANCE.

C. F. KING, Author of King's Geography.
Boston, Mass., April 9, 1906.

DODGE'S ELEMENTARY GEOGRAPHY IS A PLEASING BOOK. THE MATERIAL IS WELL SELECTED, WELL ARRANGED AND ATTRACTIVELY PRESENTED. THE ILLUSTRATIONS ARE EXCELLENT. EMPHASIS ON THE HUMAN RELATIONS IS PARTICULARLY GOOD.

ROBERT DeC. WARD, Harvard University,
Cambridge, Mass.